

**AN ERROR ANALYSIS ON THE PRONUNCIATION OF THE FOURTH  
SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF  
TEACHER TRAINING AND EDUCATION FACULTY OF SEBELAS  
MARET UNIVERSITY IN THE ACADEMIC YEAR OF 2015/2016**

**THESIS**

**Submitted as a partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan (S. Pd.) in English Education**

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SEBELAS MARET UNIVERSITY**

**2017**



## PRONOUNCEMENT

I would like to certify that the thesis entitled “**An Error Analysis on the Pronunciation of the Fourth Semester Students of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University in the Academic Year of 2015/2016**” is really my own work. It is not a product of plagiarism or made by others. Everything related to others’ work is written in quotation, the sources of which are listed on the bibliography.

If then this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, January 2017



Eleonora Padmasta Ekaristi Wijana



## ABSTRACT

Eleonora Padmasta Ekaristi Wijana. K2212025. **An Error Analysis on the Pronunciation of the Fourth Semester Students of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University in the Academic Year of 2015/2016.** A Thesis, English Education Department of Teacher Training and Education Faculty of Sebelas Maret University. Surakarta. January 2017.

The objectives of this study are to (1) investigate the pronunciation errors performed by the students in terms of segmental features and (2) investigate the causes of the errors in segmental features of pronunciation performed by the students in English speaking.

This study uses descriptive qualitative method, conducted at English Education Department of Sebelas Maret University in April and May 2016. The population of this research is the fourth semester students in the academic year of 2015/2016. It covers 55 students divided into four classes, with 14 students of class B1 serving as sample. The data collection was obtained from observation, which involved video recording, and interview. From the data collected, the pronunciation errors are described and classified according to segmental feature violation – long vowels, short vowels, diphthongs and triphthongs, voiced consonants, and voiceless consonants – and types of error in terms of surface strategy taxonomy – omission, addition, misformation, and misordering. Based on the data analysis, pronunciation errors performed by students are caused by interlingual and intralingual transfer. In terms of interlingual transfer, the mother tongue influence includes the absence of some English sounds in Bahasa Indonesia, that vocabulary in Bahasa Indonesia does not end with more than one consonant apart from words derived from English, that the pronunciation of alphabets in Bahasa Indonesia does not change although they compose different words, that all alphabets composing a word in Bahasa Indonesia are pronounced, and that suffixes are not added at the end of words in Bahasa Indonesia to show the tense applied to a verb, the subject doing the action or whether the noun is plural. Meanwhile, by intralingual transfer, students' errors are specifically caused by overgeneralization.

Considering that pronunciation is important for students' speaking skill, teachers should explain the differences between pronunciation rules in Bahasa Indonesia and English, stimulate students to learn English pronunciation outside the class, and encourage them more to speak in English. Students should also pay more attention to teacher's explanation regarding pronunciation, learn English pronunciation themselves outside the class, and crosscheck the English pronunciation they hear using English dictionary which provides pronunciation with International Phonetic Alphabet or asking their teacher.

Keywords: error analysis, pronunciation, segmental features, speaking skill, surface strategy taxonomy

## **ABSTRAK**

Eleonora Padmasta Ekaristi Wijana. K2212025. **Analisis Kesalahan pada Pelafalan Siswa Semester Empat Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret pada Tahun Ajaran 2015/2016**. Skripsi, Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret. Surakarta. Januari 2017.

Tujuan dari penelitian ini adalah untuk mengulas (1) kesalahan pelafalan yang dilakukan oleh siswa dari segi unsur segmental dan (2) penyebab kesalahan pada unsur segmental dari pelafalan siswa dalam berbicara bahasa Inggris.

Penelitian ini menggunakan metode kualitatif deskriptif, yang dilaksanakan di Pendidikan Bahasa Inggris Universitas Sebelas Maret pada bulan Mei dan April 2016. Populasi dari penelitian ini adalah siswa semester empat tahun ajaran 2015/2016. Jumlah populasi mencakup 55 siswa yang dibagi ke dalam empat kelas, dengan 14 siswa dari kelas B1 yang berperan sebagai sampel. Data dikumpulkan melalui observasi, beserta proses perekaman video, dan wawancara. Dari data yang telah dikumpulkan, kesalahan pelafalan dipaparkan dan dikelompokkan menurut kesalahan pada unsur segmental – vokal panjang, vokal pendek, diftong dan triftong, konsonan bersuara, dan konsonan tak bersuara – dan jenis kesalahan menurut taksonomi siasat permukaan – penghilangan, penambahan, salah formasi, dan salah susun. Berdasarkan analisis data, kesalahan pelafalan yang dilakukan oleh siswa disebabkan oleh transfer interlingual dan intralingual. Dalam transfer interlingual, pengaruh dari bahasa ibu yang terlibat meliputi tidak adanya beberapa bunyi dalam bahasa Inggris pada Bahasa Indonesia, bahwa perbendaharaan kata dalam Bahasa Indonesia tidak ada yang diakhiri dengan lebih dari satu bunyi konsonan kecuali kata serapan, pelafalan huruf dalam Bahasa Indonesia tidak berubah meskipun tersusun pada kata yang berbeda, huruf – huruf yang menyusun sebuah kata dalam Bahasa Indonesia dilafalkan secara keseluruhan, dan akhiran tidak ditambahkan pada sebuah kata dalam Bahasa Indonesia untuk menandakan bentuk kala, subyek atau membedakan kata benda tunggal dan jamak. Sedangkan dalam transfer intralingual, kesalahan siswa disebabkan oleh penyamarataan berlebihan

Mengingat bahwa pelafalan adalah aspek penting untuk kemampuan berbicara siswa, guru harus menjelaskan perbedaan antara aturan pelafalan dalam Bahasa Indonesia dan bahasa Inggris, mendorong siswa untuk mempelajari pelafalan bahasa Inggris selain saat pelajaran, dan memberanikan siswa untuk berbicara dalam bahasa Inggris. Siswa juga harus memperhatikan penjelasan guru tentang pelafalan, mempelajari pelafalan bahasa Inggris sendiri di luar kelas, dan memeriksa kembali pelafalan bahasa Inggris yang mereka dengar pada kamus bahasa Inggris yang menyertakan pelafalan dengan IPA atau menanyakan pada guru.

Kata kunci: analisis kesalahan, pelafalan, unsur segmental, kemampuan berbicara, taksonomi siasat permukaan

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**THESIS**

**Submitted to the Teacher Training and Education Faculty of Sebelas Maret  
University as a partial fulfillment of the requirements for the Undergraduate  
Degree in English Education**

**By:**

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**2017**



## APPROVAL OF THE CONSULTANTS

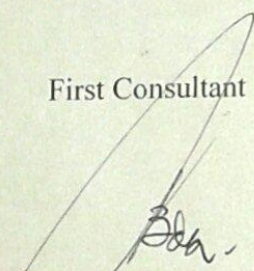
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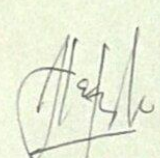
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## **MOTTO**

“Masing – masing orang itu berbeda. Jangan memaksa supaya seperti yang lain.

Dengarkan tubuh sendiri. Lakukan semampunya. Nikmati sensasi sakitnya.

Jangan dilawan. Bantu dengan nafas.”

(People are different from one another. Don't push yourself to fit in. Listen to your body. Do what feels right to you. Enjoy the sensation of pain. Don't fight against it. Keep breathing to ease it.) – Mbak Erna, yoga teacher in Ganep's



## **DEDICATION**

This thesis is dedicated to both my loving beloved mum and dad

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Surakarta, January 2017

Eleonora Padmasta Ekaristi Wijana

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